

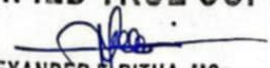


REPUBLIC OF THE PHILIPPINES
ISABELA STATE UNIVERSITY
Echague, Isabela

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Office of the Board of Regents

ISABELA STATE UNIVERSITY
Office of the BOARD of REGENTS
CERTIFIED TRUE COPY


ALEXANDER B. RITUA, MSc

Board Secretary V
Date: 3/3/25

EXCERPTS FROM THE MINUTES OF THE FOURTH REGULAR MEETING OF
THE ISU BOARD OF REGENTS HELD ON NOVEMBER 22, 2011 AT THE
CHED CONFERENCE RM., HEDC BLDG., C.P. GARCIA AVENUE, DILIMAN,
QUEZON CITY.

=====

Resolution No. 45, s. 2011
APPROVING the ISU Graduate Studies
Manual contained in Tab "G," for implementation
effective second semester, SY 2011-2012.

I hereby certify to the correctness of the fore-going resolution.


RUBY B. SARMIENTO
Board Secretary




ALEXANDER RITUA, MSc

Board Secretary V
Date: 3/3/25


EXCERPTS FROM THE MINUTES OF THE COMBINED 222nd AND 223rd REGULAR MEETINGS OF THE ISU BOARD OF REGENTS HELD ON 11 DECEMBER 2020 VIA WEBINAR - ZOOM MEETING.

B.1 Academic Matters:

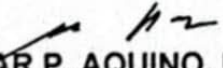
6. Proposed Revision of the Graduate Manual

BOR Action: NOTED

I hereby certify to the correctness of the above-quoted resolution.


RUBY B. SARMIENTO
Board Secretary V

ATTESTED BY:


RICMAR P. AQUINO, Ph. D.
University President

CENTRAL GRADUATE SCHOOL MANUAL OF OPERATIONS

TABLE OF CONTENTS

	Page
Table of Contents	1
FOREWORD	4
Chapter 1. GENERAL INFORMATION	5
Section 1. The History and Growth of Isabela State University	6
Expansion and Campus System	6
A Leading Institution	6
Section 2. Institutional Identity and Strategic Direction	7
The University Seal	7
University Vision	8
University Mission	8
Core Value Statement	9
Quality Policy	9
Chapter II. ADMINISTRATION AND FUNCTIONS	10
Section 1. Roles and Responsibilities	10
Functions of the Central Graduate School	10
Functions of the Academic Colleges	11
Section 2. Academic Management	11
Section 3. Graduate Faculty Composition and Qualifications	11
Section 4. Faculty Appointments and Leave Policies	12
Adjunct, Part-Time and Visiting Faculty	12
Faculty on Teacher's Leave	13
Section 4. Academic Programs	13
Chapter III. ACADEMIC REQUIREMENTS AND PROCEDURES	16
Section 1. Admission and Enrollment	16
General Admission Requirements	16
Pre-Admission Requirements	16
Admission for Foreign Students	16
Admission of Transferee Students	17
Registration Requirements	17
Section 2. Academic Policies and Procedures	17
Bridging Program	17
Leave of Absence (LOA)	18
Residency Requirements and Refresher Courses for Returning Students	18
Advanced Credits for Transferees and Returning Students	19
Validation of Subjects	19
Substitution of Subjects	19
Cross-Enrollment	20
Class Size	21
Dissolved Subjects	22
Petition for Tutorial Class	23
Dropping, Adding, and Changing Subjects	23

Retention and Grading System	23
Examinations	24
Comprehensive Examination	24
Oral Examination	25
Written Examination	25
Integrative Paper (Guided Research Writing)	25
Qualifying Examination for PhD Students	25
Administration	26
Format and Requirements	26
Preparation	26
Chapter III. Research and Academic Excellence	27
Section 1. Research Policies	27
Section 2. University Research and Development Agenda	27
Section 3. Research Incentives	32
Section 4. Theses and Dissertations	32
Section 5. The Writing and Defense Process	32
Title Defense	32
Proposal Defense	33
Final Defense	33
Section 5. Research Ethics, Plagiarism, and Institutional Review	34
Section 6. Plagiarism	34
Section 7. Advisory Committee Members	35
Section 8. Responsibilities of a Thesis/Dissertation Adviser	35
Section 9. Responsibilities of the Advisory Committee	36
Section 10. Responsibility of the Technical/Critic Reader	36
Section 11. Responsibilities of the Student	37
Section 12. Change of Composition of Advisory Committee and Research Proposal	37
Chapter V. Graduation Requirements and Academic Awards	38
Section 1. Graduation Requirements	38
Section 2. Academic Excellence and Awards	39
Graduate Scholarship Grants	39
Entrance Scholarship	39
Graduate Student Research Assistantships	39
Thesis/Dissertation Assistance	39
Other Scholarships	39
The Scholarship for Staff and Instructors' Knowledge Advancement Program (SIKAP)	39
The Department of Science and Technology (DOST) STRAND	39
Section 2. Graduation with Honors	38
Section 3. Conferment of Honoris Causa Awards	41
Chapter VI. Concurrent Enrollment and Dual Degree Pursuit	42
Section 1. Policy Statement	42
Section 2. Students Enrolling in Two Degrees at Isabela State University (ISU)	42
Section 3. Students Enrolling Concurrently at ISU and Another University	42

Chapter VII: Financial Policies and Fees	44
Section 1. School Fees	44
Comprehensive Examination Fees (per subject)	44
Defense Fees	44
Chapter VIII. Other Policies	46
Section 1. Policy on Dangerous Drugs	46
Section 2. Anti-Sexual Harassment Policy	46
Section 3. Policy on Anti-Violence Against Women and Their Children (VAWC)	46
Section 4. Policy on Persons with Disabilities (PWDs)	47
Section 5. Occupational Safety and Health (OSH) Policy	47
Section 6. Gender and Development (GAD) Policy	48
Section 7. Policy Against Discrimination Due to Pregnancy	48
ANNEXES	

FOREWORD

Welcome to the Isabela State University Central Graduate School.

This manual is a comprehensive guide to the policies, procedures, and expectations that define the graduate student experience at Isabela State University (ISU). It has been compiled to serve as an essential resource, providing you with the information and guidance necessary to navigate your academic journey successfully.

This guide outlines everything from admission and registration to graduation requirements, ensuring you have a clear roadmap for success. It also details the university's code of conduct, scholastic standards, and the various rights and responsibilities that uphold the integrity of our academic community.

This manual is more than just a collection of rules; it is a reflection of our commitment to fostering a dynamic and supportive environment where graduate students can thrive academically, personally, and professionally. By embodying the principles of excellence, integrity, and intellectual curiosity, you contribute to the unique identity of ISU and our pursuit of academic distinction.

We encourage you to use this manual as your primary reference throughout your time with us. It is designed to empower you with the knowledge needed to make the most of the opportunities available and to fully immerse yourself in the vibrant academic life at Isabela State University.

PROF. BOYET L. BATANG, PhD.
University President

Chapter 1

GENERAL INFORMATION

Section 1. The History and Growth of Isabela State University

The founding of Isabela State University (ISU) was established through two Presidential Decrees, P.D. 1434 and P.D. 1437. On June 10, 1978, President Ferdinand E. Marcos issued P.D. 1434, creating ISU by merging the Isabela State College of Agriculture (ISCA) in Echague and the Cagayan Valley Institute of Technology (CVIT) in Cabagan. The decree also absorbed the college courses from several other institutions: the Isabela School of Arts and Trades (ISAT) in Ilagan, Roxas Memorial Agricultural and Industrial School (RMAIS) in Roxas, San Mateo Vocational and Industrial School (SMVIS) in San Mateo, and Jones Rural School (JRS) in Jones. With this merger, Echague was designated as the main campus and administrative center. The university was mandated to become an effective institution of higher learning, providing professional and technical training in agriculture, the arts, sciences, humanities, and technology, as well as conducting scientific research.

Expansion and Campus System

In 1999, the Commission on Higher Education (CHED) Memorandum Order No. 18 was enacted, providing guidelines for integrating CHED-supervised institutions (CSIs) into state universities and colleges (SUCs). Following this, ISU's first integration was the Cauayan Polytechnic College in Cauayan, Isabela. In 2002, two more CSIs joined the system: the Delfin Albano Memorial Institute of Agriculture and Technology (DMIAT) in San Mariano and the Angadanan Agro-Industrial College (AAIC) in Angadanan. Responding to a request from the provincial government, ISU extended its academic programs to Palanan in the first semester of the 2005–2006 academic year. Soon after, in 2007, an extension campus was opened in the City of Santiago through the collaborative efforts of university and local government officials.

Today, the Isabela State University system operates nine campuses and two satellite extension campuses that are strategically positioned throughout Isabela, the second-largest province in the Philippines. These campuses are located within the region's "Midrib-Peripheral Growth Centers and Socio-Economic Development Zone," which includes major urban and commercial hubs. This strategic positioning provides proximity to the Regional Agro-Industrial Center in Cauayan City, accessibility to the Santa Ana special economic zone in Cagayan (a key entry point for international trade in Cagayan Valley), and close ties to the commercial and financial centers of Tuguegarao and Santiago cities.

A Leading Institution

Forty years after its establishment, ISU has evolved into a highly credible Higher Education Institution (HEI). Its enrollment has consistently increased, despite a temporary interruption from the K-12 Program implementation. The university also continues to produce national topnotchers in various licensure examinations, solidifying its reputation for academic excellence.

Section 2. Institutional Identity and Strategic Direction

The University Seal



The Isabela State University Seal is the official trademark of the institution, symbolizing wisdom, virtue, and excellence. As a mark of institutional identity and ownership, it serves as a guarantee of quality on all official communications and materials, including letters, websites, and publications. The seal of the university was approved as per Board Resolution No. 10, series of 2012.

The design of the new University Seal incorporates a variety of symbolic elements. The following explanation breaks down the meaning behind the composition of the seal, detailing the significance of its space, objects, text, and colors.

Space Allocation

The design of the seal is based on the Golden Ratio ($\phi \approx 0.618$), a classical proportion that symbolizes beauty and balance. Its circular space is divided into a 222.5-degree area, featuring nine emanating sun rays, and a smaller 137.5-degree area. This division perfectly adheres to the Golden Ratio, as the ratio of the smaller part to the larger part, and the larger part to the whole, is 0.618. By applying this principle to both its areas and radii, the seal embodies a foundational commitment to perfect proportion, equity, and harmony.

Symbolism of the Colors of the Seal

Each color in the University Seal was intentionally chosen to represent a core institutional value and virtue.

- **Golden Yellow:** This color represents **humility, hope, and the promise of greatness**. Like the dawn's first light, it symbolizes the power of education to illuminate the world, break the bondage of ignorance, and empower humanity. It is the color of a bright future and the great, equalizing potential of knowledge.
- **Bright Red:** A color of energy and passion, bright red signifies the University's **strength, drive, and unwavering commitment** to its vision and mission. It also represents restraint and accountability, reflecting the public trust and service central to a state institution. It embodies the responsible and vigorous pursuit of knowledge, skills, and technology.
- **Leaf Green:** Symbolizing **life, nature, and intelligence**, leaf green honors the University's origins in agriculture and forestry education. Today, as a comprehensive university, it reflects our character as a university for **People, Nature, Innovation, and**

Entrepreneurship, grounding our mission in the vibrant ecology of our community and environment.

- **Brown:** As the color of the earth, brown represents a **strong and stable foundation**. It symbolizes **unity, capacity, and resilience**, binding all elements of the institution together. Brown also signifies acceptance and inclusivity, reflecting our commitment to building a synergy of diverse talents to cultivate wisdom and virtue.
- **Deep Blue:** Deep blue is the color of **confidence, security, and integrity**. Like the vast sky that unites the world in peace, it represents the promise of a vibrant life and symbolizes integrity—a core and defining character of the University.

Symbolism of the Seal's Objects

- **The Green Fields and Horizon** The vibrant green fields symbolize the University's vast potential—a fertile ground from which knowledge and innovation are grown. The vanishing horizon represents the boundless arena for academic discovery and the limitless impact of the University's contributions.
- **The Torch** The flaming torch, emblazoned with the "ISU" acronym, embodies the institution's passionate energy and unwavering dedication to its mission. Its brilliant light merges with the sun's rays, depicting the University's role as a leading force in enlightening the world through education.
- **The Concentric Circles** The perfectly concentric circles provide balance and symmetry to the design, symbolizing **academic neutrality**. The outermost ring is depicted as an endless rope, a powerful symbol of the **strength and unity** that binds the university community. Within this circle are the institution's official name, **ISABELA STATE UNIVERSITY**, and its founding year, **1978**.
- **Overall Meaning** In its entirety, the seal's simple and cohesive design evokes the University's core values: **integrity, excellence, unity, and hope**. It stands as the official emblem of a "University for People, Nature, Innovation and Entrepreneurship"—an institution faithful to its past and steadfast in its mission to build a great future.

University Vision

A leading research university in the ASEAN Region.

University Mission

The Isabela State University is committed to develop globally competitive human, technological resources and services through quality instruction, innovative research, responsive community engagement and viable resource management programs for inclusive growth and sustainable development.

Core Value Statement

The University's core values are unified under the guiding principle of "One ISU for Q-R," which stands for:

Outcome-oriented university nurturing nationalism, environmentalism, efficiency and effectiveness imbuing integrity, spirituality, social responsibility and unity towards quality and relevance.

Quality Policy

The Isabela State University is determined to be a lead university in instruction, research, extension and resource generation through continual improvement of services and commits to comply with the standards set by statutory, regulatory and accrediting bodies.

To uphold these commitments ISU shall attain the following quality objectives:

- Sustain academic excellence and quality in instruction;
- Generate research breakthroughs;
- Engage in sectoral activities for community development;
- Develop products for glocalization;
- Support students' participation to local and international fora enhance their potentialities; and
- Review on periodic basis, the Quality Management System (QMS) and gather feedback on the level of client satisfaction as basis for continual improvement.

CHAPTER II

ADMINISTRATION AND FUNCTIONS

The Graduate School of the University was established on January 19, 1974, and currently offers 25 programs. On May 16, 2003, the Board of Regents approved the vertical articulation of the graduate programs, decentralizing them to academic units with expertise and feeder programs in their respective fields. This manual outlines the specific functions of both the Graduate School and the colleges to ensure efficient program implementation.

Section 1. Roles and Responsibilities

Functions of the Central Graduate School

The following are the specific functions of the Central Graduate School and the colleges to ensure efficient and effective implementation of graduate programs.

1. **Overall Administration:** Exercises overall governance, including policy-making, planning, and program evaluation.
2. **Admission and Records Management:** Oversees all graduate admissions, manages student records, and ensures the confidentiality and integrity of academic data.
3. **Curriculum and Standards:** Reviews and approves graduate program offerings and requirements, ensuring they are aligned with national standards and university objectives.
4. **Research Oversight:** Manages all research activities of the Central Graduate School, including theses and dissertations, by ensuring they align with the University's Research and Development (R&D) agenda, coordinating with the Institutional Research Ethics Board (IREB) and Institutional Animal Care and Use Committee (IACUC), and ensuring compliance with academic integrity policies, including those on plagiarism.
5. **Faculty Management:** Maintains a pool of qualified graduate core faculty who meet qualifications stipulated by the Commission on Higher Education (CHED) Memorandum Orders (CMOs). In addition to adhering to all CMO standards, prospective and current graduate faculty members must demonstrate the following:
 - **Program-Aligned Expertise:** Possess specialized knowledge and experience directly relevant to the graduate program and the specific courses they are assigned to teach.
 - **Recent Scholarly Activity:** A record of **publications** (e.g., in peer-reviewed journals) within their field of expertise in the last five years.
 - **Active Professional Engagement:** Ongoing involvement in **research, creative work, or extension activities** that are aligned with their field of specialization.
6. **Examination Administration:** Administers the qualifying and comprehensive examinations for all graduate programs.
7. **Final Approval:** Recommends candidates for graduation and awards.
8. **Accreditations.** Oversees the accreditation of the different programs to ensure they meet academic and professional standards. It shall have a close **coordination with the Quality Assurance (QA) Office**, through the Office of Academic Affairs (AA), to manage

the schedules for accreditation visits, compliance reporting, and other essential quality assurance evaluations.

Functions of the Academic Colleges

The following are the functions of the Academic Colleges:

1. **Program Implementation:** Manages the day-to-day operations of specific graduate programs, including course scheduling and faculty assignments.
2. **Student Advising:** Provides academic advising to students, guiding them on course selection, research, and program completion.
3. **Research Guidance:** Oversees the thesis/dissertation process, including the formation of advisory committees and the scheduling of proposal and final defenses.
4. **Faculty Management:** Recommends faculty members to teach in graduate programs and manage their teaching loads.
5. **Curriculum Development:** Proposes and develops program-specific curriculum requirements and updates.
6. **Accreditations.** Cooperate with the accrediting body by conducting a thorough self-study, providing comprehensive documentation, and implementing continuous improvements to its programs and services.

Section 2. Academic Management

The Dean of the Graduate School holds overall administrative authority, appointed for a one-year term by the University President. Likewise, Program Chairs are appointed for a one-year term by the University Vice President for Academic Affairs upon the recommendation of the College Dean. They lead their departments, recommend and review graduate program requirements, and implement admission policies.

Section 3. Graduate Faculty Composition and Qualifications

Graduate faculty consists of qualified individuals from various academic departments and partner institutions.

To maximize resources and leverage specialized knowledge across the university system, we maintain a pool of core university faculty. As part of a resource-sharing model, these full-time professors may be assigned to teach graduate courses at different campuses to fulfill their teaching loads (FTE) and share their expertise where it's needed most.

Faculty teaching at the doctoral level must meet a higher standard. They are required to hold a relevant doctoral degree and possess a strong track record of scholarly work, demonstrated by publications in peer-reviewed journals or scholarly books from reputable academic publishers. The university's graduate program maintains a policy for teaching assignments in accordance with CMO No. 15, Series of 2019.

- a. Faculty members may be assigned to teach a minimum of one course or 3 units.
- b. An additional 3 units may be assigned if no other qualified or available faculty member can teach the course.

- c. In fields with multiple qualified faculty members, team teaching can be used to maximize the use of available experts.
- d. The University President may be assigned with 3 unit course, subject to be taught must be aligned with his/her field of specialization.

Section 4. Faculty Appointments and Leave Policies

Adjunct, Part-Time and Visiting Faculty

The university may tap qualified individuals who are not part of the regular faculty but possess specialized expertise required for specific courses or programs.

The "Adjunct Professor" designation shall be given to a recognized expert in a particular field from another institution willing to devote part of his or her time to teaching and research at the university without compensation.

A candidate for the position of adjunct professor must be an external expert in the subject who is currently employed by another institution, has a demonstrated track record in that field, and is ready to devote a portion of his or her time to teaching and research at the university. An external expert is one who is not a member of the host institution.

The Visiting Professor designation is awarded to faculty members from other academic institutions, as well as Filipinos and foreign nationals outside ISU who are recognized experts in their fields.

Filipino experts and foreign professors and researchers spend one to two months at ISU to team-teach courses, mentor graduate students, and collaborate in research and creative work with ISU faculty and researchers.

Part time faculty are academic professionals employed by university on a contingent basis, with a workload lighter than that of their full-time counterparts. A part-time faculty primary responsibility is teaching, often on a semester-by-semester or course-by-course contract.

These individuals are considered "on-call" and are treated as follows:

- **Appointment:** On-call faculty are appointed on a per-semester or per-course basis and are subject to the same rigorous qualification standards as regular faculty, as outlined in Chapter I. Their appointment is contingent on the academic needs of the program and the availability of funds.
- **Compensation:** On-call faculty will be compensated based on a per-unit or per-hour rate, as determined by the university's standard compensation schedule for part-time.
- **Roles and Responsibilities:** Their primary responsibility is to teach the assigned course(s). They are not required to participate in other university duties, such as committee work or student advising, unless specifically outlined in their contract. They

must, however, comply with all university academic policies, including grade submission deadlines.

Faculty on Teacher's Leave

A faculty member on an official "teacher's leave" is generally expected to be relieved of all teaching duties to focus on their approved leave-related activities, such as research, professional development, or personal matters. However, exceptions may be made under specific circumstances:

- **Midyear Teaching:** A faculty member on teacher's leave may be permitted to teach during the midyear term (summer) upon the formal request of his/her Program Chair. The request must be submitted to the Dean of the College and the Dean of the Graduate School.
- **Approval:** Approval is contingent on two primary factors:
 - The course which he/she to teach is needed by the department and no other qualified faculty member is available to teach it.
 - The teaching assignment will not interfere with the purpose of their approved leave.
- **Compensation:** If approved, the faculty member will be compensated for their teaching services in accordance with the university's midyear or summer term compensation policies. This compensation will be separate from any salary or benefits they may receive while on leave.

Section 4. Academic Programs

The following is a list of the academic colleges in the ISU System that offer graduate programs:

A. Echague Campus

- **College of Agriculture:**
 1. Doctor of Philosophy in Crop Science
 2. Doctor of Philosophy in Animal Science
 3. Master of Science in Crop Science
 4. Master of Science in Animal Science
- **College of Arts and Sciences (CAS):**
 1. Master of Science in Biology Education
 2. Master of Science major in Mathematics Education
 3. Master of Science in Psychology
 4. Master of Arts in English Language Studies
- **College of Business, Accountancy and Public Administration (CBAPA):**
 1. Doctor in Public Administration
 2. Doctor in Business Administration
 3. Master in Public Administration
(Academic and Professional Track)
 4. Master in Business Administration
 5. Customized program on Public Administration
- **College of Engineering (COE):**

1. Master of Science in BioSystems Engineering (major in Agricultural Machinery and Mechanization and Land, and Water Resource Management)
- **College of Computing Studies, Information and Communication Technology (CCSICT):**
 1. Master in Information Technology (Professional Track)
 2. Diploma in Data Science Analytics
- **College of Education (CEd):**
 1. Doctor of Philosophy in Education (major in Educational Leadership and Management)
 2. Master of Arts in Education major in English
 3. Master of Arts in Education major in Filipino
 4. Master of Arts in Education major in Home Technology
 5. Master of Arts in Education major in Social Sciences
 6. Graduate Diploma in Cultural Education

B. Cabagan Campus

- **College of Forestry & Environmental Management (CFEM):**
 1. Ph.D. in Resource Management (major in Forest Resources Mgt, major in Environmental Management)
 2. Master of Science in Forestry
 3. Master of Science in Environmental Science
 4. Master of Science in Disaster Risk Management
- **College of Education (CEd):**
 1. Ph.D. in Education (majors in Language Education-English, Language Education – Filipino, , Mathematics Education, and Science Education, . Educational Leadership & Management)
 2. Master of Arts in Education (majors in Mathematics, Science, English, Social Sciences, Filipino)
- **College of Science:**
 1. Master of Science in Biology
- **College of Communication and Social Sciences**
 1. Master of Science in Development Communication
- **College of Computing Studies, Information and Communication Technology (CCSICT):**
 1. Master of Science in Information Technology

C. Ilagan Campus

- **College of Industrial Technology Education:**
 1. Master of Arts in Industrial Education (major in Educational Management)

D. Cauayan City Campus

- **College of Computing Studies, Information and Communication Technology (CCSICT):**
 1. Doctor in Information Technology
 2. Master in Information Technology (academic track)
 3. Diploma in Data Science and Analytics

E. Roxas Campus

- **Provincial Institute of Fisheries:**
 1. Master of Science in Fisheries (major in Aquaculture)

CHAPTER III

ACADEMIC REQUIREMENTS AND PROCEDURES

Section 1. Admission and Enrollment

Graduate students must apply directly to the Graduate School for admission to a specific degree. The process is thorough, ensuring all applicants are academically prepared.

General Admission Requirements

Pre-Admission Requirements

Applicants must submit the following:

- Original Transcript of Records: A master's degree transcript for a doctorate program, and a baccalaureate degree transcript for a master's program
- Two letters of recommendation from former professors or employers
- Four 2x2 colored ID pictures taken within six months of application
- A non-refundable application fee
- Applicants need a General Weighted Average (GWA) of 2.0 (or its equivalent) or higher. Those with a lower GWA will be on probation for one semester
- Admission test, designed by subject matter experts, is also required
- A Medical Certificate from any accredited clinic or hospital

Upon completion of all the requirements, the Dean issues a Notice of Admission and shall submit a study plan, which outlines the applicant's academic and career goals.

Admission for Foreign Students

In addition to the pre-admission requirement, foreign students must provide:

- valid Passport and Student Visa/Permit.
- Certifications from the Department of Foreign Affairs (DFA) and the Bureau of Immigration (BI).
- student permit certification from his/her home country's embassy of the student's eligibility to study in the Philippines
- Two (2) copies of an affidavit of support or bank certification proving financial capability.
- An authenticated Transcript of Records and a Certificate of Degree Equivalency (if applicable).
- A security clearance from the Philippine Embassy and an Alien Certification of Registration (ACR).
- An English proficiency score of at least 80 on the TOEFL or a band score of 6.5 on the IELTS.

The university also adheres to Executive Order No. 285 for foreign student entry

Admission of Transferee Students

To ensure a smooth transition and proper academic placement, the following conditions must be met by all transferee applicants:

- Official Transcript of Records (TOR): Applicants must submit an official TOR from their previous institution. The TOR must be sealed in a school envelope and show all subjects taken, grades earned, and total academic units completed.
- Honorable Dismissal: A certificate of Honorable Dismissal from the previous school is required. This document proves that the student is in good standing and is eligible to transfer.
- Subject Validation/Substitution: Subjects taken from other institutions are subject to validation or substitution as deemed appropriate by the College. Course equivalency will be determined through an evaluation of the corresponding syllabi and course descriptions. The validation and substitution of all subjects shall be governed by the university's academic policies.

Transferee applicants must meet the following conditions:

- Good Moral Character: Applicants must possess a good moral character, as evidenced by a certificate from their previous institution or a professional.
- Compliance with Program Prerequisites: Transferees must meet any specific prerequisites for the program they wish to enter. This may include a minimum grade point average (GPA) or specific course requirements.
- Admission Interview: Some programs may require a mandatory admission interview to assess the applicant's suitability for the program.

Registration Requirements

All graduate students shall register each semester/midyear following this procedure:

- 3.1. Secure a pre-registration form from the Graduate School.
- 3.2. Meet with the Program Chair for advising.
- 3.3. Obtain a student number from the Office of Student Affairs and Services (OSAS) or the Registrar's Office.
- 3.4. Submit the approved pre-registration form to the Registrar's Office for subject encoding and fee assessment.
- 3.5. Pay assessed fees at the Cashier's Office.

Section 2. Academic Policies and Procedures

The university has several policies to ensure students make consistent academic progress.

Bridging Program

The Bridging Program is for applicants whose previous bachelor's or master's degrees do not directly align with their target graduate program. Its purpose is to provide the necessary foundational knowledge and skills to ensure the student is prepared for advanced study.

- For Master's Programs: Students who wish to pursue a master's degree not aligned with their baccalaureate degree must take bridging course/s as may be determined by the program chair to be approved by the Dean.
- For Doctoral Programs: Students seeking a second doctoral degree are exempt from a bridging program, as their initial Ph.D. is considered a sufficient prerequisite.
- For applicants with a non-thesis master's degree, a bridging program comprising a seminar or research course is required for admission into a doctoral program.
- An exception exists for those with a non-thesis master's degree who have a sole-authored, published paper in a reputable, peer-reviewed journal within the last three years; they may also be admitted. Publication shall be along his/her program course.
- Additionally, students enrolled in a research-based graduate program have the option to take the required seminar and research courses concurrently within the same semester.
- Each program may determine additional bridging courses as deemed appropriate.

Leave of Absence (LOA)

A Leave of Absence is a formal process for a student to temporarily suspend their studies. Students may apply for a LOA for a maximum of two semesters, which can be taken consecutively or separately. For health-related reasons, the maximum duration is two years or 4 semesters. A student who has taken an LOA and has already passed their comprehensive exam may enroll in a refresher course upon returning, rather than restarting their entire program.

Students who fail to enroll without filing for an official LOA are considered "absent without leave." They can appeal to higher authorities for re-admission, but they may be required to take a penalty course and must follow the new curriculum in effect upon their return if their previous one is no longer offered. The time spent as AWOL is counted toward their maximum residency period.

The LOA is granted to students who need to temporarily suspend their studies. However, the period of the LOA is not included in the maximum residency period.

Residency Requirements and Refresher Courses for Returning Students

A student's residency period begins with their initial enrollment and continues until graduation. The residency period is set at a maximum of five years for master's programs and seven years for doctorate programs. If a student exceeds this period, they will be required to enroll in refresher courses, as determined by the Program Chair and the Dean.

Refresher courses are required for students who exceed the prescribed maximum residency period for their degree. The purpose of these courses is to ensure that returning students are up-to-date with the latest developments in their field of study.

The number of refresher units required is determined by how long the student has been beyond the maximum residency period:

- **1 year** to 2 years beyond residency: **3 units** are required.
- **3 years** to 4 yrs beyond residency: **6 units** are required.
- **5 to 6 years** beyond residency: **9 units** are required.
- **7 years** beyond residency: The student must seek re-admission to the program, as their previous coursework is considered too outdated to simply be refreshed.

Refresher courses are prescribed by the Program Chair and the Dean and must be completed before the student is allowed to proceed with their final academic requirements, such as the comprehensive examination or thesis/dissertation defense.

Advanced Credits for Transferees and Returning Students

Advanced credits may be granted to students transferring from other institutions or to returning students, provided they satisfy all validation requirements.

To be eligible, courses must have been taken within the four (4) years for both master's and doctorate program. Additionally, a single course cannot be credited toward more than one program.

Transferee students are required to submit an Official Transcript of Records and a Certificate of Honorable Dismissal to be considered. A maximum of one-third of the total required academic units may be credited.

Validation of Subjects

Validation is a crucial step for transferees coming from non-State Universities and Colleges (non-SUCs). It ensures that courses taken at other institutions meet the university's academic standards. The process is as follows:

1. The student submits their credentials for evaluation and secures a validation form from the Registrar's Office.
2. The student pays a validation fee of Php 100 per subject at the Cashier's Office.
3. The student reports to the Program Chair to take a validation exam for each subject they wish to have credited.
4. The Program Chair forwards the validation results to the Dean's Office for final processing.

It is important to note that courses with a grade of 1.25 or higher are exempt from this process and do not require validation. Additionally, courses from State Universities and Colleges (SUCs) also do not require validation. To be considered for credit, courses must have been taken within the last three years for a master's program and four years for a doctorate program.

Substitution of Subjects

Substitution of a subject is permitted in cases where a student has not taken a required course but has completed a different course with a similar content and equal or a higher number of units. To apply for a substitution, the student must secure a "Substitution of Subject" form from the Registrar's Office.

This form requires the recommendation of the Program Chair and the approval of the Dean. The substitution is granted only if the student has a valid reason and if the course being substituted is deemed equivalent or superior in content to the required one.

Cross-Enrollment

Cross-enrollment is generally discouraged by the university. However, it may be permitted under specific, valid circumstances as determined by the Registrar. The primary reasons for allowing a student to cross-enroll are:

- The required course is not offered or is no longer offered at the university due to curriculum revisions.
- The course is closed, dissolved, or conflicts with another course, and the student is in their terminal term (final semester).
- The course description in the host university is similar to that of the university's.

A student is not allowed to cross-enroll at more than one university per term.

The procedure for cross-enrollment is as follows:

1. The student must first secure a cross-enrollment permit from the Registrar's Office.
2. The student must seek a recommendation from their Program/Department Chair, Dean, and the Registrar.
3. The permit must be approved by the Executive Officer/Campus Administrator/ Campus Coordinator to be valid.

Class Size

All graduate programs shall strictly adhere to the official policy of the university on class size for graduate program.

In addition, there shall be:

- **Prohibition of Course Splitting for Overload.** A single course shall not be divided into multiple sections for the sole purpose of generating opportunities for faculty overload compensation.
- **Management of Large Enrollments.** In cases of high enrollment, the program must ensure instructional efficiency and fiscal responsibility by accommodating students through large lecture-style classes rather than creating additional sections.

Dissolved Subjects

A dissolved subject is a course that has been canceled after students have already registered. This usually happens due to low enrollment, an unavailable instructor/professor, or other administrative issues. This policy ensures a fair and clear process for all students affected.

If a particular course is dissolved, the students will be notified immediately through official university channels like email or the student portal, typically within the first week of classes. The notification will explain why the course was canceled and what to do next.

After courses are officially dissolved, students must work with the Program Chair to find a suitable replacement course that meets their program and graduation requirements.

If a required course has no suitable substitute, students can petition the Office of the Central Graduate School Dean for a waiver or a special class arrangement, especially if it is a course they need to graduate.

If students cannot find a suitable alternative and decide to drop the course, they will be entitled to a full refund of tuition and fees for that specific subject.

Departments are responsible for setting and communicating minimum enrollment numbers for each course. Any course that does not meet this threshold by the deadline may be dissolved.

Petition for Tutorial Class

A Petition for Tutorial Class is a provision for graduating students who, due to unavoidable circumstances, need to complete a required, un-offered course to meet their degree requirements.

Tutorial class may be granted on the following conditions:

- For Graduating Students Only: This option is exclusively available to students in their final semester who are a candidate for graduation.
- Course Unavailability: The requested course must be a required subject in the student's program that is not offered during the current semester.
- No Suitable Alternative: The student must demonstrate that there is no suitable alternative or substitute course available that would satisfy the degree requirement.
- Academic Standing: The student must be in good academic standing and not have a history of frequent course withdrawals or failures in the subject being petitioned.

The following shall be the application and approval process

1. The student must submit a formal petition to the Dean's Office, detailing the specific course, the reason for the request, and evidence of their graduating status (e.g., a graduation clearance or evaluation form).
2. The petition must be endorsed by the Program Chair, who will verify the course's status and the student's need.
3. The Dean's Office, in coordination with the Program Chair, will identify and assign a qualified faculty member to conduct the tutorial.
4. The assigned faculty member will develop a special syllabus for the tutorial, outlining the specific topics, learning outcomes, and a clear assessment plan. This syllabus must be approved by the Dean.
5. The student is responsible for all fees associated with the tutorial class. Upon approval, the Registrar's Office will facilitate the special registration process.

Students are generally limited to petitioning for only one tutorial class per semester to avoid academic overload.

The tutorial class is a measure of last resort and is not a substitute for attending regularly scheduled classes.

The grading for a tutorial class shall follow the same academic standards and grading system as a regular course. The professor shall submit the grade to the Registrar's Office on a set deadline.

While tutorial classes are not counted in the computation for a faculty member's regular teaching load, Professors who teach them are eligible for compensation. The payment for teaching a tutorial class will be based on a percentage of the student fees collected for that specific course.

Dropping, Adding and Changing Subjects

Dropping

A student who wishes to drop a course must obtain a dropping form from the Registrar's Office.

- Dropping within seven (7) days of the start of classes: The course will not appear on the student's permanent record.
- Official Dropping before the preliminary examination: The student's record will show "DROPPED."
- Unofficial Dropping: Any student who drops a course without following the official procedure will automatically receive a grade of "5.00" (Failure).
- Dropping after the preliminary examination: The student will automatically receive a grade of "5.00" (Failure).

Adding/Changing Courses

Students are required to add or change their courses within a strict seven-day window following the official first day of classes. To add or change a course, a student must first obtain the official "Add/Change Course Form," at the Registrar's Office. The student will need to fill out this form accurately and completely, providing their full name, student ID, and the course codes and titles for the courses they wish to drop and add. Once the form is complete, the student must secure all necessary signatures, which usually include those from the course instructor/professor, their department/program chair, and the Registrar's Office. After the form is fully signed, the student must submit it to the Registrar's Office within the seven-day deadline. This deadline is strictly enforced; forms submitted after this period may not be processed, and any exceptions are not guaranteed. It is also important for students to be aware that adding a new course is contingent on seat availability and that making changes can have an impact on their tuition fees. For a successful and hassle-free process, it is highly recommended that a student plans their schedule carefully before the semester begins, checks for any prerequisites, and initiates the add/change process as early as possible within the seven-day window to avoid last-minute issues.

Retention and Grading System

Students in both master's and doctorate programs must maintain a weighted point average of at least 2.00 to remain in good academic standing. Grades of 3.00 are considered passing and will count for graduate credits as long as the student maintains a weighted average of 2.00. A student may take up to 9 additional units to raise his/her weighted average to 2.00. However, failure to achieve a 2.00 weighted average after taking these additional units will result in disqualification from the degree program.

At the end of each term, the academic performance of student is evaluated using the following scale:

Excellent: 1.00
Very Satisfactory: 1.25
Satisfactory: 1.50
Fairly Satisfactory: 1.75
Good: 2.00
Fairly Good: 2.25
Fair: 2.50
Below Fair: 2.75
Passed: 3.00
Incomplete: Requirements Not Fully Met
Failed: 5.00

Incomplete Grades

A grade of "**Incomplete**" is given to a student with a passing class standing who fails to complete all course requirements. These requirements must be completed within one year, or the grade will automatically become "5.00" (Failure).

If a student's performance is passing but they miss the final examination, they will receive an "Incomplete." If their performance is below passing and they miss the final exam, they will receive a "5.00."

After a student has fulfilled the requirements for an incomplete grade, they must obtain a **completion form** from the Registrar's Office. Once the required fee is paid, the student should give the form, along with the receipt, to the instructor/professor for processing before submitting it to the Registrar.

"5.00" (Failure) Grade

A grade of "5.00" is given to a student who fails to meet the academic requirements in the syllabus or who exceeds the maximum number of allowable absences without officially dropping the course. This grade requires the student to re-enroll and repeat the course.

Thesis/Dissertation

A thesis or dissertation that is not completed will not earn credit units. A student who needs to enroll for residency to complete their thesis will enroll for "completion."

Grading Policy

Graduate instructors/professors must include their grading criteria in each course syllabus. Any deviation from the standard grading practice must be communicated to all students in writing to ensure equal opportunity.

Grade Submission

Graduate faculty are required to submit all grades for their courses no later than **seven (7) days** after the last day of the final examination. This deadline includes weekends and holidays.

Examinations

The university has several key examinations that mark the progress of the students.

A. Comprehensive Examination

The comprehensive examination is a crucial academic requirement for graduate students. This is taken only after all coursework has been completed. It is designed to evaluate the competence of the students in integrating knowledge across their major and minor fields.

The examination is done once every semester and is scheduled by the Dean of the Central Graduate School. No special schedules will be made for students; they must follow the prescribed calendar.

In case a faculty member is retired, separated, or transferred from the university, a faculty member on active duty will be assigned to handle the subject or prepare the comprehensive examination.

The student who intends to take the comprehensive examination shall submit the following requirements:

- An application for the written comprehensive examination.
- A list of completed courses, evaluated and certified by the Registrar.
- An official receipt as proof of payment for the comprehensive examination fee.

The fees are Php 400 per subject for master's programs and Php 500 for doctoral programs.

The Graduate School is responsible for managing the logistics, including issuing notices for faculty to prepare questions and ensuring papers are returned for grading. Once graded, the results are consolidated and submitted back to the Graduate School.

The examination offers three formats for students to choose: oral examination, written examination, or integrative paper (guided research writing).

Both the oral and written exams are designed to be equivalent in terms of content and difficulty. The only difference lies in the method of assessment: one is spoken, while the other is written.

Each format is intended to test the exact knowledge base and skill set, ensuring a fair evaluation regardless of which you take.

1. Oral Examination

An oral exam is a face-to-face assessment where a student answers questions verbally from one or more examiners. This interactive, two-way dialogue is designed to evaluate a student's capacity to articulate their knowledge and respond extemporaneously. The process involves the student engaging in a live dialogue with a panel of examiners who ask a series of questions. The examiners can then ask follow-up questions to probe the student's understanding, clarify points, or challenge their reasoning. This interaction allows for an immediate assessment of a student's thought process and real-time communication skills.

2. Written Examination

A written exam is a traditional assessment where a student provides written answers to a set of questions, typically on paper or a computer. This one-way process evaluates a student's ability to recall and organize information independently. The process involves students receiving a question paper and writing their responses within a set time limit.

For a comprehensive exam, this may include a research component and several major subjects. What it measures is a student's breadth of knowledge, ability to structure arguments, and written communication skills, making it ideal for evaluating the mastery of a large amount of information and the ability to synthesize complex ideas into a coherent text.

3. Integrative Paper (Guided Research Writing)

This is a structured, guided research that focuses on synthesis and analysis rather than generating new, original research. The primary purpose is to demonstrate the ability of the students to integrate, synthesize, and evaluate existing research from various sources. The goal is to build a new understanding or a new perspective on a topic by combining and analyzing existing literature.

The paper is centered on secondary research. It involves extensive literature review, where the student analyzes, evaluates, and draws connections between the works of other scholars to form a coherent argument or insight. It is "guided" in that it is often part of a structured program with defined stages (Integrative Paper 1 - research preparation and Integrative Paper 2- full research study).

The paper must be completed within a specific timeframe and will be subjected to an anti-plagiarism check, with a maximum allowed plagiarism of 20%, including references.

The results of the comprehensive examination will be released by the Program Chair no later than three weeks after the examination date. A student passes when they obtain a General Weighted Average (GWA) of 2.0 or higher and have passed all areas of the exam. If a student's

GWA is 2.0 or above but they fail in one area, they can take a re-examination in that specific area. They are allowed up to two attempts for the re-examination. Failure to pass after the second re-examination will require the student to enroll in refresher courses for the subjects they failed.

Qualifying Examination for PhD Students

The PhD qualifying examination assesses a doctoral student's comprehensive knowledge within their chosen field and their ability to conduct high-level research. Passing this exam is a **prerequisite for advancing** to the dissertation research phase of the graduate program.

A. Administration

The exam is administered once every semester and is scheduled by the Dean of the Central Graduate School or the Program Chairman. Students must adhere to the prescribed schedule; no special scheduling requests will be granted. The examination is conducted by a committee of at least **five professors** who are experts in the student's field of specialization. If a faculty member is retired, separated, or transferred, an active duty faculty member will be appointed to handle the subject.

B. Format and Requirements

The exam is an **written** in which the student must answer questions from the examining committee. It is typically taken after the student has completed minimum of **12 units** of academic load, and before they begin their dissertation research. Success hinges on a student's ability to demonstrate a deep understanding and command of their field. Students must pay an examination fee of **₱500 per subject** for doctoral programs.

C. Preparation

To prepare, students should allocate consistent study time, create a study schedule, and break down materials into digestible sections. It's highly recommended that students practice answering questions by simulating the exam with mock committees. During the exam, students are advised to provide precise and succinct answers.

Students intend to take the qualifying examination should submit the following:

- An application for the qualifying examination.
- A list of completed courses, evaluated and certified by the Registrar.

Success in this exam depends on a student's ability to demonstrate a deep understanding and mastery of their field. The university encourages students to prepare thoroughly by allocating consistent study time, creating a study schedule, and breaking down their materials into sections.

CHAPTER III

Research and Academic Excellence

1. Research Policies

The research program of the Central Graduate School is strategically designed to align with national and institutional priorities. Theses and dissertations are not just academic exercises; they are expected to contribute meaningfully to these established research frameworks.

The research program is fundamentally based on the institution's core philosophy, which emphasizes academic excellence and societal impact. To ensure this, all graduate-level research, including theses and dissertations, must be aligned with the following key national and institutional research agenda:

- CHED (Commission on Higher Education): Provides the national framework for higher education research.
- NEDA (National Economic and Development Authority): Focuses on research that supports the country's socio-economic development plans.
- NHURA (National Higher Education Research Agenda): Serves as a guide for research in higher education institutions across the Philippines.
- ISU Research Agenda: This is the university's specific roadmap for research, addressing the unique needs and challenges of the Cagayan Valley region and beyond. It serves as the primary reference for all internal research projects.

To maximize resources and foster collaborative scholarship, all theses and dissertations are required to be anchored in the research projects undertaken by the university's various research centers. This policy ensures that student research contributes directly to ongoing, larger-scale, and well-funded projects.

By adhering to this policy students not only produce scholarly work but also become active participants in the university's mission to generate knowledge and drive innovation. This approach transforms individual research projects into a collective effort with a greater potential for real-world impact.

The following is the University's Research and Development Agenda, which serves as the foundation for all research activities, theses, and dissertations.

Section 2. University Research and Development Agenda

Appendix 2 of Research Manual

References: UN-SDG, Harmonize Agenda: CHED, NHERA2; DARDEAP (2016-2022); RRDC2)

Thematic (Cum Commodity) Based Thrust	Priority Research Agenda
A. Precision (Smart) Agriculture	
ICT Application to Agriculture and Fisheries	Harnessing ICT (remote sensing, AWS, GIS, simulation models, AI, IoT and DSS) for agriculture, fisheries and natural resources management
	Development of decision support systems for farm forecasting/early warning systems
Rainfed Agriculture	Improving production system (land, water, labor, inputs)
Diversified Farming Systems	Optimization of diversified farming system
Smart Studies on Industrial crops (Rubber, Mango, Sugar cane; cacao); Tropical fruits	Gene banking and propagation of planting materials
	Varietal adaptability trials across agroecological zones
	Smart Bio-inoculants for production, disease control and waste water treatments
	Product Development
	Spatial monitoring of production areas through IT applications
B. Small and Large Ruminants R&D	Development of tissue culture protocol for rubber
	Biotechnology, Product Development, Dairy, Industry Development
Small ruminants (Goat Sheep)	Product development standardization and commercialization
	Genetic improvement for organic production
	Development of artificial insemination techniques for sheep; biotech on breeding, disease and feeding
	Germplasm collection, conservation and improvement of native carabaos

Large ruminants (Dairy cattle, carabao)	Development of automated feeding system
C. Fisheries/Aquaculture	Development of low-cost feeding systems
Tilapia /Hito/Ulang/Ludong/Eel	Evaluating water quality and fish productivity
	Establishment of protocols for natural breeding nursery of fingerlings
	Development of early warning and decision support systems
	Development of new processed products
D. Farm Machineries, Metal Craft, Electronics and Semi conductors, Engineering	Designing automated machinery and mechatronics for agriculture and fisheries
	<p>Design, fabrication and testing of farm machineries and equipment for:</p> <ul style="list-style-type: none"> • Rice : rice hull automated loader; grain collector • Sugar cane/Sweet sorghum: crusher, expeller; • Cacao: toaster, grinder • Animals: (low-cost milking machine, forage Harvester, rice straw baler, pelletizer, etc.) • Aerobic rice: Precision seeder cum fertilizer application • Bamboo: tile maker, s <p>Development of electronic/automated (rapid) test kits for smart/precision agriculture, soil, water and biodiversity monitoring and other applications</p>
	Development of Infrastructure support to agriculture, environment, fisheries. Transport, monitoring
E. Watershed, River Basins and Biodiversity	Evaluating the dynamics of biophysical and social parameters in terrestrial and aquatic ecosystems
	River basin environmental R&D
	CC Vulnerability of watersheds and coastal areas
	Development of bamboo production, processing and value adding technologies
	Soil and water resources management, and biodiversity conversation through wise use

	Drug discovery and development from indigenous plants of the Northern Seirra
	DNA barcoding of flora and fauna
	Application of DNA barcoding for biodiversity Assessment
F. Organic Agriculture, Herbal and Natural Products, Root Crops and Dryland Crops.	Development of POT, product development, industry partnership
	Production of disease-free planting materials through tissue culture
Banana, Turmeric, Cacao	New product processing and value adding for Saba banana
	Development of production technologies of organic and dwarf banana.
	New product processing and value adding
Organic Rice, Corn, Legumes (Mungbean, Peanut) & Indigenous vegetables	Designing machineries (Mungbean sheller, miller, grinder, harvester)
	Analyzing value chain & socio-economics
	Collection, Characterization, and conservation of indigenous vegetables
	Production of planting materials
Root crops (Cassava, Sweet potato, Yam)	New product processing and value adding
	Germplasm collection and conservation
	Development of propagation techniques
Indigenous plants for health and wellness	Inventory, Identification & documentation of indigenous plants at the Northern Sierra Madre Natural Park (NSMNP)
	Documentation of indigenous health practices of indigenous people (bioscoping)
	Isolation, Characterization of native chemicals of indigenous herbal plants
Social Science	Development of medicinal plants/herbal such as malunggay, turmeric
	Identification, conservation & germplasm development for organic production
Native animals (chicken, pig)	Development of herbal anthelmintics
Dryland crops (Pigeon Pea, Germplasm collection pea, peanut, sweet sorghum)	Germplasm collection, Production of Planting materials
	Academic benchmarking studies
	SUC levelling preparedness studies

G. Higher Education and Social Sciences	Studies on normative funding adequacy and readiness
	Studies on rationalization of tuition and other fees
	Studies on cost efficiency of academic programs
	Value chain and Socio-economics studies
	Benchmarking and Impact assessments studies
	Development of IT applications in higher education: e-learning, database management
	Graduate tracer studies
	Gender and development studies
	Assessments of institutional readiness and Outcome of K-12 Program
	Impact Assessment of Technologies in Agriculture and Rural Development
H. Disaster Risk Reduction and Management	Drought, Floods, Sedimentation, Erosion, Typhoon, Intense Rainfall
Hydro meteorological hazards in Cagayan River Basin and Island Communities	Developing climate change resiliency/adaptation strategies & technologies
	Development of DSS for flood, landslide and drought forecasting
	CCA vulnerability assessment of coastal and island communities
	Treatment of effluents and waste water
	Capacity building and institutional development
	Assessing environmental impacts of water monitoring
	Development of rapid test kits for soil and water monitoring
Climate Change Adaptation Strategies	Design and installation of water harvesting system
	Climate monitoring and forecasting
	Capacity building and institutional development
	Climate change vulnerability Impact Assessment
Policies, Development Strategies and Institutions for CCCA & DRRM	Developing Strategies for CCA and DRRM in Cagayan River Basin (agriculture, aquaculture, forestry, etc.); Development of green architecture/design for animal housing
	Establishment of Center for CCA and DRRM for Education, Research and Development
New and Renewable Energy systems	
	Design of turbines and load controller
	Piloting and Commercialization

Micro hydro	Capacity Building
Solar and Wind Energy	Developing climate change resilience/ adaptation strategies & technologies
Biomass and Biofuel	Design of community-based equipment and facilities
	Resources assessment
	Piloting and Commercialization
	Assessing environmental impacts
Smart City R&D Program	Development and adaption of science, technology and Innovation Model for a Sustainable and Resilient Philippine Smarter City
	Education, Transportation, Water and Sanitation health services
Smarter Delivery of Basic Services	Agriculture and fisheries, TBI for Micro, Small and Medium Businesses, One-Barangay, One-Product business deployment, developing new industry
Smarter Approach to Economic	Climate Change Adaptation, Disaster Risk Reduction Management, Environment Protection and Management Resilient cities
Smarter Solutions to Environment Protection and disaster management	Integrated MIS/Data center, Interconnectivity laboratories, Ease of doing business, system of planning, monitoring and evaluation
Smarter Governance	

Section 3. Research Incentives

Faculty and students of the Central Graduate School are eligible for research incentives. The specific guidelines, procedures, and eligibility criteria are detailed in the university's Research and Development (RD) Manual, and all awards must comply with its provisions.

Section 4. Theses and Dissertations

Theses and dissertations must align with the university's research agenda to ensure that student work contributes to the institution's strategic goals. This alignment helps focus academic efforts on priority areas, making the research more relevant and impactful.

A thesis or dissertation is a piece of academic writing that requires an abstract, critical, and analytical approach. It must be an original contribution to the field, as determined by the candidate's department or program. To propose and defend a thesis or dissertation, a student must have completed at least 12 units of their program's academic requirements, including two research-related subjects and two foundation courses.

Section 5. The Writing and Defense Process

A. Title Defense

Students must present three (3) research titles in their research subject. For each title, they must provide a brief rationale, objectives (for technical programs) or a statement of the problem (for social research), and a methodology including the research design, participants, instruments,

procedures, and references. The approved title will become the working title for the proposal defense. The panel of evaluators includes the Program Chair, the faculty handling the research course, and core faculty members.

B. Proposal Defense

To begin the process, students must submit a completed "Application for Outline Defense" form and copies of their research proposal to the Graduate School two weeks before the planned defense date. Master's students must submit five (5) copies, and doctoral students must submit six (6) copies. These copies are then distributed to the Panel of Examiners.

The defense will be scheduled upon the recommendation of the Advisory Committee and requires approval from both the Program Chair and the Dean. Upon approval, students must pay 75% of the total defense fees.

The Advisory Committee has up to one week to review and critique the proposal before the defense. During the defense, committee members will provide their comments and suggestions to the student.

Immediately following the defense, the student will receive a grade. The final grade for the thesis or dissertation will be the weighted average of the grades from all panel members. This grade is then forwarded by the Dean to the Registrar's Office. A copy of the committee's comments and suggestions will also be provided to the student after the defense.

After a successful defense, students must submit a final, revised copy of their proposal to the Graduate School. A copy must also be submitted to the Institutional Research Ethics Board (IREB) or the Institutional Animal Care and Use Committee (IACUC) for review, depending on the nature of the research.

Before beginning the study, students must secure a "Permission to Start/Conduct Thesis/Dissertation" form. This form requires a recommendation from the adviser, an endorsement from the Program Chair, and final approval from both the Dean and the relevant ethics board (IREB/IACUC).

C. Final Defense

A student's final defense is scheduled upon the recommendation and approval of their Advisory Committee. To begin the process, students must complete the appropriate application form and submit copies of their final thesis or dissertation to the Graduate School two (2) weeks before the scheduled defense. Master's students must submit five copies of their thesis, while doctorate students must submit six copies of their dissertation. These copies are distributed to the Panel of Examiners for review.

The final defense must be completed at least one month before the end of the term to allow sufficient time for manuscript revisions before graduation. The maximum time to complete the thesis/dissertation is three years for master's students and five years for doctoral students.

If a student fails to complete their work within this timeframe, they will be required to re-conduct their study and take refresher courses as prescribed by the Program Chair and approved by the Dean. Students may be granted a maximum extension of two years to complete both the refresher courses and their thesis or dissertation.

Section 5. Research Ethics, Plagiarism, and Institutional Review

Institutional Research Ethics Board (IREB) or Institutional Animal Care and Use Committee (IACUC) the oversees research protocols. A final, revised copy of the proposal must be submitted to the IREB or IACUC for review. If a proposal complies with ethical standards, the committee issues a Notice to Continue, allowing the student to collect data. After the research is completed, it is resubmitted for an Ethics Compliance Certificate.

For proposals involving human or animal subjects, submissions must also be made to the appropriate ethics board.

For programs in education, arts, agriculture (if human participants are involved), business, and public administration, proposals must be submitted to the **Institutional Research Ethics Board (IREB)** with the following documents:

- Application Form
- Letter of Intent
- Thesis/Dissertation Proposal
- Curriculum Vitae
- Questionnaires
- Consent Form

The student is responsible for submitting these documents. The IREB provides an official receipt and has experts in the field review the research protocols. The IREB chairperson releases the decision letter and the mandatory Ethics Clearance, which can be an

- exempted review (2 weeks),
- an expedited review (4 weeks), or a
- full board review (2 months). The latter is reserved for sensitive research protocols.

Programs involving animals (e.g., Biology and Animal Science) must submit their revised proposal to the Institutional Animal Care and Use Committee (IACUC). The IACUC chairperson releases the decision letter and the mandatory Ethics Clearance, within 2 weeks from date of submission.

A final copy of the approved proposal, including all recommendations from the ethics board, must be submitted to the office of the Dean of the Graduate School and the office of the Program Chair along with the Ethics Clearance. This submission serves as the basis for the official notice to proceed with the research.

Section 6. Plagiarism

The thesis or dissertation manuscript is checked for plagiarism and AI-generated content. The permissible similarity score must not exceed 20%. As this score may include properly cited quotations, the adviser must review the full report to verify academic integrity. Once the adviser approves the report, a Certificate of Originality is produced, and the student is endorsed for the final defense.

Section 7. Advisory Committee Members

Students choose their advisory committee members from the faculty experts in their field, with the exception of the external member, who is selected by the Graduate School.

- **Master's Program:** The committee is composed of three (3) members: two internal faculty from the student's major (one content specialist and one method specialist) and one external member appointed by the Graduate School.
- **Doctorate Program:** The committee is composed of five (5) members: four internal faculty from the student's major (including one content specialist and one method specialist) and one external member appointed by the Graduate School.

The external member of the examining committee must be a recognized expert in the student's field of study and shall serve on the panel for both the Outline Proposal and Final Defense.

For a Doctorate program, an external member from academe must be a Ph.D. holder with aligned expertise, while a practitioner from the public or private sector must hold at least a Master's degree. For a Master's program, the external member must hold a minimum of a Master's degree.

In cases where a suitable expert outside the university cannot be secured, an expert from within the university but external to the student's home college may be appointed.

The student shall nominate three (3) potential advisers based on their research domain. The Program Chair will select the most appropriate candidate, and the appointment will be finalized upon the approval of the Dean.

Advisers are permitted to handle a maximum of five (5) advisees per term to maintain a 1:5 adviser-to-student ratio.

In the event that no faculty member with the required expertise is available within the department, a student may, with the consent of the Program Chair, select a qualified adviser from another department.

After the adviser's initial approval, the manuscript must pass a technical and language review before the final defense can be scheduled. A Technical/Critic Reader, selected from the internal panel in coordination with the adviser, will review the paper to determine its readiness and provide the final approval to proceed. Additionally, the manuscript must undergo a mandatory review by an accredited English/Language Critic from the university's pool of editors to ensure grammatical correctness and clarity.

Section 8. Responsibilities of a Thesis/Dissertation Adviser

An adviser plays a crucial role in a student's research journey, providing guidance and support from the initial planning stages to the final publication of their work. A thesis or dissertation adviser's responsibilities include:

- **Guiding the research process:** Advisers are responsible for guiding students in all aspects of their research, including developing a clear research plan, identifying appropriate literature, and ensuring all ethical and safety requirements are met.

- **Monitoring progress:** They must hold regular meetings with students to track their progress, assess the quality of their work, and offer constructive advice.
- **Providing support:** Advisers should be available to address the student's questions and needs in a timely manner.
- **Ensuring feedback is addressed:** They must ensure that the student receives and properly incorporates all feedback and suggestions from the other members of the Advisory Committee.
- **Promoting dissemination:** Advisers should encourage students to present their research at national or international conferences and to prepare their findings for publication.

Section 9. Responsibilities of the Advisory Committee

The Advisory Committee is composed of internal and external members, each with distinct but complementary responsibilities to support the student's research.

Internal Members

Internal committee members are responsible for:

- **Enriching the research:** They provide ongoing guidance and feedback from the initial planning stages of the research all the way to its completion.
- **Serving as a co-adviser:** An internal member may act as a co-adviser for the thesis or dissertation if needed.
- **Providing timely support:** They are expected to be available to help students whenever necessary.

External Member

The external committee member's responsibilities are focused on the final stages of the research:

- **Enriching the research prior to defense:** The external member offers an outside perspective, providing feedback to enrich the research before the defense.
- **Participating in the defense:** They sit on the panel as a committee member during the final defense.

Section 10. Responsibility of Technical/Critic Reader

- **Review for Academic Rigor:** Review the content of the manuscript, focusing on the soundness of the research framework, methodology, data analysis, and the validity of the conclusions. They ensure the paper meets the academic standards of the field.
- **Determine Manuscript Readiness:** Evaluate the manuscript's readiness for the final defense and identify any substantive deficiencies that require correction.
- **Provide Final Approval to Proceed:** In coordination with the adviser, the Technical/Critic Reader provides the final approval required to schedule the defense, thereby certifying the readiness of the manuscript.

Section 11. Responsibilities of the Student

A student undertaking a thesis or dissertation has several key responsibilities to ensure the timely and successful completion of their research. These duties include:

Conducting Research: A student must actively conduct their research while strictly following the general regulations and guidelines for thesis or dissertation preparation and completion.

Consulting and Complying: It is the student's responsibility to regularly consult with their adviser to report on the progress of their research. They must also diligently comply with the suggestions and feedback provided by all members of their advisory committee.

Managing Time: Students are expected to promptly adhere to their research schedule and meet all established deadlines.

Defending Their Work: The student must successfully defend both their research proposal and their final output during the scheduled defense sessions.

Disseminating Research: Master's and Doctoral students are required to prepare their thesis or dissertation for publication. Additionally, doctoral students must present their research findings at international or national conferences and forums.

Final Submission: Finally, the student must submit six bound copies of their completed thesis or dissertation to the appropriate office one week before the Campus Academic Council Meeting. This submission is required for the student to be included on the list of candidates for graduation.

Section 12. Change of Composition of Advisory Committee and Research Proposal

A student may request a change to their advisory committee for the following reasons:

- Retirement
- Death or physical disability
- Transfer of a committee member to another agency
- Leave of absence (study, vacation, or sabbatical)
- Other reasons deemed valid by the Program Chair and the Dean

Students can also change their research proposal in consultation with the advisory committee.

CHAPTER V

Graduation Requirements and Academic Awards

Section 1. Graduation Requirements

To be considered a candidate for graduation, a student must fulfill the following requirements.

Master's Degree Requirements

- Satisfy the residency requirement.
- Complete all academic courses.
- Pass the comprehensive examination.
- Obtain an Ethics Compliance Certificate and pass the plagiarism test.
- Conduct and successfully defend the thesis.
- Submit four (4) bound, approved copies of the manuscript.
- Have at least one (1) publication extracted from the thesis/dissertation by a refereed journal, or have a juried creative work outlet (as per CMO No. 15, series 2019).
- For Master's degree under professional track, publication is not required In accordance with the Commission on Higher Education (CHED) Memorandum Order No. 15, series of 2019
- Submit a digital copy of two (2) separate PDF documents: the complete thesis/dissertation, containing the signed approval sheet, and the publishable paper

Doctorate Degree Requirements

- Satisfy the residency requirement.
- Complete all academic courses.
- Pass the comprehensive examination.
- Obtain an Ethics Compliance Certificate and pass the plagiarism test.
- Conduct and successfully defend the dissertation.
- Submit five (5) bound, approved copies of the manuscript.
- Publicly defended dissertation in a formal colloquium organized by Graduate School.
- Have at least one publication (e.g., short communication, review, or research paper) based on your dissertation in a national or international journal.
- For Doctorate programs under professional Track, Pursuant to CHED Memorandum Order (CMO) No. 15, series of 2019, the publication requirement is waived, however, the student must successfully complete a public defense of a practice-based dissertation.
- Submit a digital copy of two (2) separate PDF documents: the complete thesis/dissertation, containing the signed approval sheet, and the publishable paper.

Section 2. Academic Excellence and Awards

A. Graduate Scholarship and Grants

A.1. Entrance Scholarship

The Entrance Scholarship is a merit-based award given to newly-enrolled students who have demonstrated exceptional academic achievement in their undergraduate studies. To be eligible, a student must have graduated with honors from their baccalaureate degree.

To retain the scholarship, the recipient must maintain a general weighted average (GWA) of at least 1.25 throughout their studies. This scholarship aims to support and encourage academically outstanding students as they begin their graduate program.

A.2. Graduate Student Research Assistantships

Graduate Student Research Assistantships provide an excellent opportunity for students at the ISUE Central Graduate School to gain valuable research experience while offsetting the costs of their education. Through this program, students can supplement their tuition, living expenses, and book costs by working as a research assistant.

Graduate faculty members who have active research projects may hire research assistants using funds from their research grants. This arrangement is intended to support full-time graduate students by providing them with a steady source of income and practical experience in their field.

While all full-time graduate students are eligible, priority is given to those with the required academic background and specific qualifications. For example, a student with a bachelor's degree in Agriculture or Animal Husbandry would be given preference for research projects related to agriculture due to their relevant coursework and skills. The selection process ensures that students are matched with projects that align with their expertise, benefiting both the student's professional development and the research project's success.

A.3. Thesis/Dissertation Assistance

To provide robust support for graduate student research, the University offers a **Thesis/Dissertation Assistance** program. This initiative is designed to aid graduate students in conducting their research by leveraging the expertise and resources of the University's research centers and faculty.

Through this program, students can collaborate with Graduate Faculty and Center Directors on ongoing research activities. This partnership allows students to receive direct assistance in their

thesis or dissertation work, benefiting from the specialized knowledge and facilities available within the University's various research centers.

This assistance is mutually beneficial: it helps students successfully complete their required research while also enabling them to contribute to the priority research areas of the respective centers and the University as a whole. This collaborative approach strengthens the University's overall research profile while ensuring students have the support they need to produce high-quality academic work.

A4. Other Scholarships

A.4.1. The Scholarship for Staff and Instructors' Knowledge Advancement Program (SIKAP)

The Scholarship for Staff and Instructors' Knowledge Advancement Program (SIKAP) from the Commission on Higher Education (CHED) funds Master's and Doctorate degrees for full-time teaching and non-teaching staff of higher education institutions (HEIs) in the Philippines.

To be considered, a student must be qualified based on the criteria set by CHED, which include being a Filipino citizen, endorsement from their home institution, and admission into a CHED-recognized graduate program. Applying for the SIKAP scholarship is a separate process from the university's admission and enrollment procedures.

The scholarship is comprehensive, covering full tuition, monthly stipends, and research grants.

A.4.2. The Department of Science and Technology (DOST) STRAND

The Department of Science and Technology (DOST) STRAND program is a graduate scholarship for Filipinos pursuing Master's or Doctorate degrees in Science, Technology, Engineering, and Mathematics (STEM). 🎓

The application for this scholarship is a separate process from admission and enrollment in the Graduate School.

Its main goal is to strengthen the S&T capabilities of universities in the provinces by offering scholarships to faculty members and other regional professionals.

The program provides comprehensive financial support, covering tuition, monthly stipends, and thesis/dissertation allowances, to develop a highly skilled S&T workforce that can drive regional development.

Section 2. Graduation with Honors

A student who completes their course within the prescribed period may graduate with academic honors. To qualify, a candidate must meet the following criteria:

- **Academic Performance:**
 - Maintain a General Weighted Average (GWA) of at least 1.25, including the comprehensive examination.
 - Have no grade below 1.50 in any subject.
 - Achieve a thesis or dissertation rating of at least "Very Satisfactory" or 1.25.

- **Student Status:**

- Complete the course as a **full-time** student, with a minimum load of nine units per regular semester and 3 units per midyear/summer term.
- Finish the course within the prescribed timeframe.
- **Conduct:**
 - Must not have been found guilty of any gross violations of the University's academic or non-academic rules and regulations.

Categories of Honors

The academic honors are awarded based on the student's GWA:

- With Highest Distinction (Meritissimus): 1.00 - 1.124
- With High Distinction (Bene meritus): 1.125 - 1.25
- With Distinction (meritus): 1.26 – 1.50

Section 3. Conferment of *Honoris Causa* Awards

The Graduate School, in compliance with the policies set by the Commission on Higher Education (CHED) and the Board of Regents (BOR), may recommend the conferment of a special award known as "Honoris Causa."

This honorary doctorate is bestowed upon distinguished individuals, often from non-government organizations, who have made significant contributions that align with the academic and research goals of the graduate programs offered by ISU. The award serves as a recognition of their exceptional achievements and their positive impact on society, reflecting the values and mission of the university

CHAPTER VI

Concurrent Enrollment and Dual Degree Pursuit

This policy outlines the guidelines and procedures for students who wish to pursue a second degree or enroll in another program at the same time. It differentiates between two distinct scenarios to ensure a clear and orderly academic process.

Section 1. Policy Statement

While the university's standard practice is for a student to focus on and complete a single degree program at a time, we recognize that some students may have the capacity and desire to pursue more than one program concurrently. This policy provides the necessary guidelines to manage their academic status effectively, ensuring that all academic and administrative requirements are met for each degree.

Section 2. Students Enrolling in Two Degrees at Isabela State University (ISU)

This section applies to students pursuing two separate degree programs at the same time, whether on the same campus or on different ISU campuses.

- **Application and Admission:** A student must complete the full application process as a new student for the second program. Admission is not automatic and is subject to all standard entrance requirements and admission criteria of the specific program and campus.
- **Academic Advising:** The student must have a designated academic adviser for each program. Both advisers must be made aware of the student's enrollment status in both programs to coordinate academic plans and ensure a manageable course load.
- **Student Records:** A student's academic records will be maintained separately for each program. However, a master record will be kept by the Registrar's Office to track overall academic standing, total units earned, and to prevent any issues with degree conferment.
- **Financial Obligations:** The student is responsible for paying all tuition and fees associated with each program in which they are enrolled, based on the respective fee schedules for each campus and program.
- **Compliance:** The student must comply with all policies and requirements for each program, including but not limited to, residency, comprehensive examinations, and thesis/dissertation requirements.

Section 3. Students Enrolling Concurrently at ISU and Another University

This section applies to students pursuing a degree at Isabela State University while simultaneously enrolling as a new student at a different university.

- **Official Notification:** The student must formally notify the Dean of the Graduate School at ISU of their intent to enroll concurrently at another institution. This notification must include details of the program and the other university.
- **Academic Advising:** A student pursuing concurrent enrollment must have a designated academic adviser at both institutions. It is the student's responsibility to coordinate academic plans with both advisers to ensure a manageable course load and to prevent conflicts.

- **Transfer Credits:** The transfer of credits for courses taken at the other university is subject to the university's policy on Transfer and Advanced Credits, as outlined in Chapter II.
- **Academic Standing:** The student's academic standing at Isabela State University is independent of their performance at the other institution. However, they must maintain good standing at both institutions to continue their concurrent enrollment.
- **Financial Obligations:** The student is solely responsible for all financial obligations at both institutions.

CHAPTER VII

Financial Policies and Fees

Section 1. School Fees

Filipino and foreign students will pay the tuition and other fees required by the university. To enroll, students must pay a down payment of at least 50% of their total fees. The remaining balance is payable in two installments: 25% before the midterm examination and the final 25% before the final examination.

To be eligible to take an exam, students must present a valid Statement of Account as proof of payment.

Section 2. Comprehensive Examination Fees (per subject)

- Master's Degree: P 400.00/subject
- Doctorate Degree: P 500.00/subject

Section 3. Defense Fees

Defense fees are paid in two installments: 75% for the proposal defense and the remaining 25% for the final defense.

Master's Defense Fees (Total: P 30,000)

- Adviser: P 8,000.00
- Panel Member: P 5,500.00 (x2)
- Panel External: P 5,500.00
- Technical Critic: 1,500.00
- College/CGS Dean: P 1,500.00
- Program Chair: P 2,000.00
- Recorder: 500

Doctorate Defense Fees (Total: P 40,000.00)

- Adviser: P 9,000.00
- Panel Member: P 6,000.00 (x3)
- Panel External: P 6,000.00
- Technical Critic: 2,000.00
- College/CGS Dean: P 2,000.00
- Program Chair: P 2,500.00
- Recorder: 500

Note: payment for statistician and Language critic is not included in the fees.

For the thesis/dissertation, students are required to secure two separate certifications:

- **Language Editing:** A certification from a language editor who is officially accredited by and affiliated with the university.
- **Statistical Review:** A certification from a qualified statistician. The chosen statistician may be from within the university or an external expert.

CHAPTER VIII

Other Policies

Section 1. Policy on Dangerous Drugs

The Central Graduate School is committed to maintaining a drug-free environment in compliance with national law.

This policy is based on two key mandates:

- Republic Act No. 9165: The Comprehensive Dangerous Drugs Act of 2002 (full text in Annex)
- CHED Memorandum Order No. 64, s. 2017: Guidelines for student drug testing in Higher Education Institutions.

The Director of Health Services is tasked with implementing the student drug testing guidelines as stipulated in the aforementioned CMO. All students are required to comply with these procedures.

Section 2. Anti-Sexual Harassment Policy

The Central Graduate School is committed to providing a safe and respectful environment for all students, faculty, and staff. This policy is governed by and established in accordance with two key national laws:

- **Republic Act No. 7877**, or the Anti-Sexual Harassment Act of 1995.
- **Republic Act No. 11313**, also known as the Safe Spaces Act.

These laws serve as the legal bases for the university's mandatory policies against sexual and gender-based harassment. They mandate that all educational and work environments be free from any form of harassment, ensuring the safety, dignity, and well-being of every member of the academic community.

Section 3. Policy on Anti-Violence Against Women and Their Children (VAWC)

The Central Graduate School is committed to fostering a safe and humane environment and staunchly opposes all forms of violence, particularly those directed against women and their children.

This policy is in strict adherence to Republic Act No. 9262, also known as the Anti-Violence Against Women and Their Children (VAWC) Act of 2004. The university recognizes that VAWC is a serious crime and a matter of public concern that affects the well-being of the academic community.

In accordance with the law, this policy covers the four recognized forms of abuse:

- **Physical Violence:** Acts that include bodily or physical harm.
- **Sexual Violence:** Acts that are sexual in nature committed without consent.
- **Psychological Violence:** Acts causing or likely to cause mental or emotional suffering.

- **Economic Abuse:** Acts that attempt to make a woman financially dependent.

The Graduate School is committed to providing a supportive environment for victims of abuse and will act in accordance with legal procedures to ensure the protection of its students, faculty, and staff. Any member of the community found to have committed acts of violence under this law will be subject to the university's disciplinary actions, in addition to any legal sanctions.

Section 4. Policy on Persons with Disabilities (PWDs)

The Central Graduate School is fully committed to upholding the rights, promoting the welfare, and ensuring the full integration of persons with disabilities (PWDs) into the academic community.

This policy is in strict accordance with Republic Act No. 7277, known as the "Magna Carta for Persons with Disabilities," and its key amendments, including R.A. 9442 and R.A. 10754.

As such, the Central Graduate School is committed to the following:

- **Equal Opportunity:** The Graduate School shall ensure that qualified PWDs are given equal access to admission, academic programs, scholarships, and all student services without discrimination.
- **Non-Discrimination and Protection:** In compliance with the law, any act of public vilification, ridicule, or contempt against a person with a disability is strictly prohibited. The institution is dedicated to fostering an environment of dignity and respect for all members of its community.
- **Accessibility:** The university shall endeavor to make its facilities, services, and communications reasonably accessible to persons with disabilities to support their active participation in academic and campus life.

All members of the academic community are enjoined to be aware of and to respect the rights of persons with disabilities as mandated by Philippine law.

Section 5. Occupational Safety and Health (OSH) Policy

The Central Graduate School is fully committed to ensuring a safe and healthy environment for all faculty, staff, students, and visitors. This policy is in strict compliance with Republic Act No. 11058, also known as the OSH Law, and its implementing rules, including the most recent updates under DOLE Department Order No. 252-25.

The goal of this policy is to guarantee the right of every member of our community to protection against hazards that can lead to injury, sickness, or death.

As the employer and learning institution, the university is mandated to:

- Inform all community members about the nature and risks of hazards in their respective work and learning environments.
- Provide necessary personal protective equipment (PPE), safety facilities, and regular training on hazard identification, chemical safety, and risk prevention.
- Establish and maintain a comprehensive OSH program to proactively manage safety and health risks.

- Uphold the right of any employee or student to refuse work they reasonably believe to be unsafe, without fear of reprisal, pending an investigation by the safety officer.

While the university holds primary responsibility for maintaining a safe campus, safety is a shared commitment. All faculty, staff, and students are required to comply with safety procedures, participate in training, report potential hazards promptly, and contribute to a campus-wide culture of safety.

Section 6. Gender and Development (GAD) Policy

As part of its commitment to fostering an inclusive and equitable academic environment, the Graduate School adheres to a “Gender and Development (GAD) policy”. This policy serves as a guiding framework to ensure that all members of our community, regardless of gender, can participate in, contribute to, and benefit equally from all academic and development initiatives.

It is a transformative strategy aimed at achieving genuine gender equality by recognizing women as active agents of development, promoting their empowerment, and systematically removing gender biases within all institutional policies, programs, and projects.

The CGS GAD policy is founded on the following core principles:

- **Gender Equality:** Committed to the fundamental value that all individuals, regardless of gender, shall have equal rights and opportunities to realize their full human potential.
- **Women’s Empowerment:** Acknowledge the unique challenges faced by women and are dedicated to ensuring they are active agents in their own development, not merely passive recipients of assistance.
- **Challenging Gender Biases:** Actively work to identify and dismantle biases and stereotypes that limit the potential of any individual based on gender, fostering an environment of mutual respect and opportunity.
- **Participation and Control:** Strive to ensure that all genders can participate meaningfully in decision-making processes and have equitable control over resources, activities, and development outcomes.
- **Mainstreaming:** Integrate a gender perspective into all facets of institutional planning, policy-making, and implementation, making gender-related concerns an integral component of our academic and operational framework.

The strategic goals of this policy are:

- **Substantive Equality:** To achieve a state of equality that proactively addresses and remedies disparities arising from social, economic, and political structures.
- **Economic and Social Empowerment:** To enable all members of our community to perform productive work, achieve financial independence, and exercise control over their personal and professional lives.
- **Institutional Transformation:** To promote institutional reforms that guarantee equal rights, provide equitable opportunities, and foster shared responsibilities among all genders.

In line with the GAD policy and programs of the university, the Central Graduate School shall implement its GAD policy through the following strategic actions:

- **Gender Analysis:** Systematically identifying and analyzing gender-related issues to understand how institutional plans, policies, and programs affect individuals differently based on gender.

- **Gender-Responsive Planning:** Incorporating gender considerations directly into the planning and budgeting processes to ensure equitable outcomes.
- **Capacity Building:** Empowering students, faculty, and staff with the knowledge and skills to understand and apply gender-responsive strategies and policies.
- **Strategic Partnerships:** Collaborating with other academic institutions, government bodies, and non-governmental organizations to address gender issues effectively and comprehensively.

Section 7. Policy Against Discrimination Due to Pregnancy

The Central Graduate School is unequivocally committed to creating an inclusive and supportive academic environment. In accordance with Philippine law, the school prohibits any form of discrimination, exclusion, or penalty against any student on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

This policy applies to all aspects of the graduate program, including admissions, academic requirements, scholarships, grants, research, and all other school-related activities.

Under this policy, the following actions are strictly forbidden if based on a student's pregnancy:

- **Expulsion or Dismissal:** A student cannot be kicked out of their program.
- **Non-readmission or Refusal of Enrollment:** A student cannot be denied re-enrollment or refused admission to any course or the school itself.
- **Forced Leave of Absence:** A student cannot be compelled to take a leave of absence. The decision to take a leave rests solely with the student, in consultation with their medical provider.
- **Threats or Intimidation:** Coercing a student to withdraw from their studies or alter their academic plans is prohibited.
- **Grading Penalties:** A student's grades cannot be negatively impacted due to medically necessary absences related to pregnancy.
- **Denial of Benefits:** A student cannot be denied access to scholarships, financial aid, or other benefits and services offered by the school.

Recognizing the physiological demands of pregnancy, the Graduate School is committed to providing reasonable accommodations to ensure pregnant students can continue their studies.

- **Academic Flexibility:** The school will provide reasonable adjustments to deadlines, attendance requirements, and examination schedules for medically documented reasons related to pregnancy.
- **Leave of Absence:** A student may voluntarily request a leave of absence for pregnancy, childbirth, and postpartum recovery. Their student status will be maintained, and they will be allowed to re-enroll without prejudice.
- **Excused Absences:** Absences for prenatal and postnatal medical appointments and other health needs related to pregnancy will be considered excused, provided they are

properly documented. Students are responsible for coordinating with their professors to complete missed coursework.

- **Access to Facilities:** The school will ensure pregnant students have access to necessary facilities on campus.

A student's pregnancy status is confidential. Students are not required to disclose their pregnancy to the school, though doing so is encouraged to facilitate necessary accommodations.